

Lesson Plan	English	Whole Class																																																		
Class: 1/2D	Topic: COGs	Week: 3	Date: 6 May 2009																																																	
Anticipated Outcomes: SGS1.3 Represents the position of objects using models and drawings and describes using everyday language WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type. WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter ENS1.5 Compares and contrasts natural and built features in their local area and the ways in which people interact with these features																																																				
What do I want the students to learn: How to draw their own treasure map with a key How to write instructions and explanatiton for how to find something using their map Grammar: Prepositions (eg. beside, along), action verbs (eg. go to, cross over) and procedural language (the goal of the activity; any materials needed in achieving the goal; steps needed)																																																				
Activity/purpose/class structure	Indicators	Resources	Assessment	IOT elements																																																
1. Revise Treasure Island Map drawn previous afternoon • Using the picture on the blackboard, talk about the treasure map. <u>Questions</u> - Point to different things on the map and ask students what they are, and how they know (key) - You are going to draw a map, what do you need to put on your map? (<i>the map, the features of the place, the north point, a key</i>). <i>Your map doesn't have to be like this map.</i> - Give students 20 minutes to draw a treasure map i n COGs book. Use colour.	uses a range of geographical terms to describe location and features (eg east, west, mountain, valley, hill, city) and terms for geographical tools (eg maps, globes, atlas)	Exemplar treasure map																																																		
2. Placing the treasure and giving directions to it • Students come back to the floor and describe their maps and keys to the rest of the group • Discuss the goal of the map and how to write directions <u>Questions</u> - What is the point of a treasure map? (to tell me how to get from one side of the island to the other safely? To tell me everything that’s on the island? THE POINT IS TO GIVE DIRECTIONS TO THE TREASURE. - How do you give directions? (You need to work out where the person is start- ing from - let’s assume we are starting here. This is Mrs Donnellan’s map, she told me she placed the treasure here. (it’s a secret). Who are you giving directions to? They have never seen the place - Ask students to give me directions and I follow them (it will reveal the need to be more specific. Discuss use of prepositions, write up example words. - Discuss bullet points and commands instead of whole sentences - Discuss methods of transport eg. using a boat to get across the lake or using a helicopter to fly over the volcano. Give students another 20 minutes to write the instructions. Do not indicate where the treasure is, only write the instructions. <i>Ask students to swap with a person on the other table and see if they can follow your directions to locate where the treasure is. If not, they discuss why it was hard.</i>	<ul style="list-style-type: none">• uses adjectives to provide more informa- tion about nouns• discusses some of the different purposes for which people write• talks about how own procedure has been structured and how action verbs have been used <table><tr><td>aboard</td><td>about</td><td>above</td><td>across</td></tr><tr><td>against</td><td>ahead</td><td>along</td><td>alongside</td></tr><tr><td>amid</td><td>amidst</td><td>among</td><td>amongst</td></tr><tr><td>apart</td><td>around</td><td>aside</td><td>astride</td></tr><tr><td>at</td><td>away</td><td>behind</td><td>below</td></tr><tr><td>beneath</td><td>beside</td><td>between</td><td>beyond</td></tr><tr><td>by</td><td>close to</td><td>down</td><td>in</td></tr><tr><td>in between</td><td>inside</td><td>into</td><td>near</td></tr><tr><td>next to</td><td>on</td><td>onto</td><td>opposite</td></tr><tr><td>out</td><td>outside</td><td>over</td><td>round</td></tr><tr><td>through</td><td>together</td><td>toward</td><td>under</td></tr><tr><td>underneath</td><td>up</td><td>within</td><td></td></tr></table>	aboard	about	above	across	against	ahead	along	alongside	amid	amidst	among	amongst	apart	around	aside	astride	at	away	behind	below	beneath	beside	between	beyond	by	close to	down	in	in between	inside	into	near	next to	on	onto	opposite	out	outside	over	round	through	together	toward	under	underneath	up	within			Participation in class discussion	
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7. *Evaluation of lesson sequence*

Were tasks appropriate for different abilities/students needs in class?
Where to now for each group?

3.1.10
Demonstrate an understanding of the principles and practices for using student assessment results to reflect on lesson sequences and inform further planning of teaching and learning.